THE UNIVERSITY OF NORTH CAROLINA RECORD

SEPTEMBER, 1917
NUMBER 150

CORRESPONDENCE COURSES
EXTENSION LECTURES

FACULTY COMMITTEE ON EXTENSION

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RALEIGH
EDWARDS & BROUGHTON PRINTING COMPANY
1917

The Bureau of Extension of the University of North Carolina

The University of North Carolina through its Bureau of Extension offers to the people of the State:

I. General Information:

Concerning books, readings, essays, study outlines, and subjects of general interest. Literature will be loaned from the Library upon the payment of transportation charges each way.

II. Instruction by Lectures:

Lectures of a popular or a technical nature and addresses for commencement or other special occasions will be furnished any community which will pay the traveling expenses of the lecturer.

III. Correspondence Courses:

For teachers in Algebra, Arithmetic, Civics, Drawing, Economics, Education, Engineering, English, European History, French, Geology, German, Greek, Latin, North Carolina History, Rural Economics, Solid Geometry, and United States History.

IV. Guidance in Debate and Declamation:

Through the High School Debating Union, special bulletins and handbooks, and material loaned from the Library.

V. County Economic and Social Surveys:

For use by counties in their effort to improve their economic and social condition.

VI. Municipal Reference Aids:

For use in studying and drafting municipal legislation.

VII. Educational Information and Assistance:

For teachers, principals, superintendents, school committees and boards. The School of Education acts as a clearing house for information concerning all phases of educational work and conducts a teacher's bureau as an aid to communities and schools in securing efficient teachers.

VIII. Information Concerning the War:

Making clear the aims, purposes, and ideals of America in the war, for the use of newspapers, publicists, teachers, and the general public.

For full information, address

THE BUREAU OF EXTENSION,
Chapel Hill, N. C.

The University of North Carolina Bureau of Extension

Correspondence Study Division

Announcement

The Bureau of Extension at the University of North Carolina herewith offers again a series of extra-mural courses by correspondence. Courses so marked can be counted toward credit for a degree under the restrictions indicated later. Certain of these credit courses receive credit also by the State Board of Examiners and Institute Conductors toward professional credits on teachers' certificates.

Purpose

These courses are a continuation of the extension policy of the University. The response to the correspondence courses offered the last four years has necessitated the enlargement of the scope of such work every year. It is the ultimate purpose of these courses to make University instruction possible for every resident of North Carolina.

An attempt is made to offer study courses for the teacher, the tradesman, the artisan, the general reader, the student along any line covered by the resources of the University. The extent and character of such courses has been determined by the calls received.

Time Required

Except as otherwise indicated, a full course will mean thirty (30) lessons. Each of these lessons represents one week's work as given at the University. Courses may be begun at any time between October and March. No assignments will be made and no lesson plans sent out from June to October except by special arrangement. If a course is begun too late in the college year to be completed before the close of the year, it may be completed the following term.

The time required by the student will vary with the course and with the aptitude of the student. No definite requirement is made by the University. What the student gets from the course depends upon his or her individual efforts.

Credit and Non-credit

Certain of the courses as indicated are allowed to count toward the A.B. degree under the restrictions as later stated, some of which carry credit toward the State Teachers' Certificates. All other courses are

considered non-credit courses, and cannot be counted toward a degree. For further information as to the credit courses, consult the section so headed in this bulletin.

Credit Courses

Certain courses indicated in this bulletin may be credited toward the A.B. degree. One-fourth of the number of courses required for this degree may be taken through correspondence, but not over one-half of this total may be done in any one University year. A candidate must meet University requirements before being enrolled in the University or allowed credit for such work. For every credit course a fee of $5 in addition to the registration fee of $2 is required, *e. g.*, one course $7, two courses $12, three courses $17, etc. Final examinations in all courses must be taken by candidates either at the University or under conditions approved by the University.

Normal Courses

In the list of credit courses are included a number of courses which will receive credit by the State Board of Examiners and Institute Conductors toward the professional credits on certain of the State Teachers' Certificates. For convenience, these courses are grouped by themselves on page 14, but the method of registration for them and the amount of the fees required are the same as for the other credit courses.

Club Study Courses

Through this division, also, the Bureau of Extension offers its assistance to the women's clubs of the State in making and carrying out their programs for the year. The method of procedure for such work is explained on pages 15 and 16 of this bulletin. All correspondence about these club study courses should be carried on with Miss Roberson.

Study Center Courses

Another branch of the work is found in the courses to be conducted at study centers throughout the State. Information concerning these courses is contained in a separate pamphlet which will be sent on request.

War Courses

In order to make it possible for individuals to study in considerable detail questions and problems related to the war, arrangements have been made by which the entire series or any one of the courses offered through study centers may be taken under the general plan of the Correspondence Study Division. A detailed explanation of these courses will be found on pages 16, 17, and 18.

Certificates

When a course has been satisfactorily completed, whether credit or non-credit, a certificate to that effect will be issued and sent to the student.

Fees

A fee of two dollars ($2) is charged for registration. In addition, there is an instruction fee of five dollars ($5) for credit courses or of three dollars ($3) for non-credit courses. Any other fees are indicated in the announcement of the course in this bulletin. These fees are necessary to cover the cost of postage and of the clerical work. The instructors are the regular members of the University faculty, whose only reward is the personal knowledge that they are serving the needs of the people in the State. They are freely and voluntarily giving their services.

No fees or parts of fees can be remitted after a course is once begun. Dropping a course before it is finished will necessitate a new registration fee as well as the usual instruction fees before another course can be pursued. All work for credit when once begun must be continued year after year consecutively or a new registration fee will be required in addition to the usual instruction fees.

Method of Procedure

1. Write to Miss Nellie Roberson, Chapel Hill, N. C., state your probable choice of courses, include the registration fee of two dollars ($2), and ask for an enrollment card in the Correspondence Study Division.

2. Upon the receipt of this card and the accompanying folders fill out the card as fully as possible, state the course or courses you wish to pursue, determine the cost for instruction, extra fees, etc., and make out a check, postal money order, or express money order to Bureau of Extension, University of North Carolina, and send card and money to Miss Nellie Roberson, Chapel Hill, N. C.

3. Just as soon as the office at the University receives your money and your enrollment card, Lessons 1 and 2 will be sent to you. Prepare Lesson 1 and return to Miss Roberson within a week. While Lesson 1 is being corrected, work on Lesson 2. Lesson 3 will be sent to you within one week from receipt of Lesson 1, accompanied by the corrected Lesson 1. Send Lesson 2 upon receipt of Lesson 3, and so on for the entire course, preparing one lesson while the previous one is being corrected.

4. Address all correspondence, prepared lessons, questions about lessons, books, etc., to Miss Nellie Roberson, Chapel Hill, N. C.

Officers of Administration and Faculty

Edward Kidder Graham, A.M., LL.D., D.C.L., *President of the University.*

Walter Dallam Toy, A.M., *Professor of the Germanic Languages and Literature.*

Collier Cobb, A.M., Sc.D., *Professor of Geology and Mineralogy.*

Marcus Cicero Stevens Noble, *Dean of the School of Education, Professor of Pedagogy.*

George Howe, Ph.D., *Professor of the Latin Language and Literature.*

Charles Lee Raper, Ph.D., *Professor of Economics.*

Archibald Henderson, Ph.D., *Professor of Pure Mathematics.*

Joseph Gregoire deRoulhac Hamilton, Ph.D., *Alumni Professor of History.*

Henry McGilbert Wagstaff, Ph.D., *Professor of History.*

William Morton Dey, Ph.D., *Professor of the Romance Languages and Literatures.*

Louis Round Wilson, Ph.D., *Professor of Library Administration, Director of the Bureau of Extension.*

Harry Woodburn Chase, Ph.D., *Professor of Psychology.*

Parker Hayward Daggett, S.B., *Professor of Electrical Engineering.*

Edwin Greenlaw, Ph.D., *Professor of English.*

Lester Alonzo Williams, Pd.D., *Professor of School Administration.*

Eugene Cunningham Branson, A.M., *Professor of Rural Economics and Sociology.*

Norman Foerster, A.M., *Associate Professor of English.*

George Kenneth Grant Henry, Ph.D., *Assistant Professor of Latin.*

William Whatley Pierson, A.M., *Instructor in History.*

William Walter Rankin, A.M., *Instructor in Mathematics.*

Mrs. Thomas W. Lingle, *Adviser for Women.*

Nellie Roberson, *Secretary to the Correspondence Study Division.*

Committee on Correspondence Study—

Dr. Howe, Dr. Williams, Mr. Pierson

Courses of Instruction

Economics

c 1. General Economics. A general course in elementary economics. It will treat of the uses of wealth for living, development, and government. It will also treat of the making of wealth by means of agriculture, manufacturing, commerce, and transportation. *Half-year, non-credit.* Professor RAPER. Fee, $1.50.

c 2. Applied Rural Economics and Sociology. Confined to a study of the student's own home county as outlined in the University Home-County Club-Study Syllabus. The subjects covered are: Historical Background, Natural Resources, Population Studies, Wealth and Taxation, Crops and Animal Products, Organization and Coöperation, Farm Credits and Markets, Improved Public Highways, Roadway Facilities, Public Schools and Higher Education, Public Health and Sanitation, Church and Sunday School Problems, Country-Home Studies, Amusements and Recreations. *Credit course, three hours.* Professor BRANSON. Fee, $5.

Education

c 1. A brief study of the Principles of Teaching, the preparation of model lessons based on principles studied. *Non-credit.* Professor NOBLE. Fee, $3.

c 2. High School Organization. A study of the history, function, organization, management, program of studies, and internal equipment of the high school. Emphasis will be laid upon the rural public high school. Text-book, parallel reading, reports. Advanced course. *Credit course, one and one-half hours.* Professor WILLIAMS. Fee, $5.

c 3. High School Methods. The course discusses the general principles of psychology and pedagogy which underlie the methods of teaching in the high school. Both pupils and subject-matter are considered as factors in the development of self-directing and self-controlling individuals. *Credit course, one and one-half hours.* Professor WILLIAMS. Fee, $5.

c 4. The Psychology of Education. A study of the fundamental psychological principles underlying educational theory and practice. Text-book. *Non-credit.* Professor CHASE. Fee, $3.

c 5. High School Problems. This course is intended to aid those high school principals and teachers who desire to renew their certificates under Plan C as provided for and announced by the State Board of Examiners and Institute Conductors:

"By presenting a satisfactory thesis on some phase of secondary education to be selected from a list of subjects suggested by the Board. This thesis is to take the place of the formal examination heretofore required for renewal. The applicant for renewal on this basis must notify the Secretary of the State Board of Examiners at least six months prior to the date of the expiration of his certificate that he desires to renew in this manner, and may at the same time, if he so desires, suggest the subject of his thesis. *This work may be based upon approved high school teachers' reading courses, or it may be done through approved correspondence courses.*"

Each student in this course will be required to choose a special problem for study and investigation. At the end of the course he will be required to present a thesis embodying the results of his study and investigation. No general outline of the course, therefore, is possible, since each student will receive individual instruction.

Any principal or assistant high school teacher holding the regular certificate who completes this course and presents a satisfactory thesis, having complied, of course, with the other requirements of the Board, may secure his renewal without any further examination.

Credit towards the A.B. degree will *not* be granted for this course. Professor WALKER. Fee, $5.

c 7. Public School Administration. A course devoted to a broad survey of the field of public school administration. The work will be based on a text supplemented by outside readings and reports upon the investigation of a specific administrative problem. *Credit course, three hours.* Professor WILLIAMS. Fee, $5.

c 8. Standards and Measurements of School Work. This will be mainly a course of reading designed to be of assistance to superintendents and principals who desire to acquaint themselves with recent studies which aim to set standards and measure results in the various subjects, mainly those of the elementary schools. It will include such tests as those of Courtis in arithmetic, Ayres and Thorndike in handwriting, studies in spelling, reading, composition, etc. Most of this material is in pamphlet form and can be ordered from the publishers. The course will also include a brief treatment of the statistical theories underlying such work, and

necessary in general for an understanding of the quantitative studies appearing with increasing frequency in educational literature. The course can be shaped to meet the interest of those applying for it, and consists of no set number of lessons. *Non-credit.* Professor CHASE. Fee, $3.

Engineering

c 1. Heat. A course intended to supply the fundamental knowledge necessary for a thorough understanding of power-plant machinery. It may be taken to advantage by engineers and firemen who have had some practical experience, but whose advancement is handicapped by a lack of knowledge of the underlying theory.

The course deals with the fundamental principles and laws governing the generation, transmission and transformation of heat, and their application to practical problems. A good working knowledge of arithmetic and the ability to handle problems involving simple formulas is required. *Non-credit.* Professor DAGGETT. Fees, $3, plus text-book $2.

c 2. Steam Boilers. This course is intended for students and others interested in the installation, operation, or management of boiler plants. It deals mainly with boiler types, their construction, operation and maintenance. Especial attention is devoted to the question of efficient combustion and proper methods of firing. *Non-credit.* Professor DAGGETT. Fees, $3, plus text-book $2.50.

c 3. Electricity and Magnetism. This course is designed for those students who have had practical experience with electrical apparatus, but who lack the necessary knowledge of fundamental principles so essential for advancement in their work. Most of the topics considered are developed first experimentally, then the theory is explained, after which the practical applications are discussed briefly.

The necessary apparatus for the experiments is lent by the Extension Bureau to students within the State on payment of a small fee, but students living outside the State must provide their own apparatus. A large number of practical problems will be solved for which a good knowledge of arithmetic will be necessary. *Non-credit.* Professor DAGGETT. Fees, $3, plus text-book $1.50, plus apparatus fee.

c 4. Electric Meters. A course dealing with the construction, principle of operation, use and testing of electrical measuring instruments. Among the subjects treated are: Fundamental electrical principles, current and pressure measuring instruments, power measuring instruments, phase and frequency meters, recording meter, watt-hour meters, meter testing and instrument errors.

Students electing this course should have some knowledge of algebra and trigonometry. *Non-credit.* Professor DAGGETT. Fees, $3, plus text-book $2.50.

NOTE.—In all of these courses the text-books will be furnished from the University for the amounts named, the books becoming the property of the student.

English

c 1. Freshman English. Themes are written throughout the year; analytical outlines are prepared about twice a month; a dozen expository essays are studied in detail, with chief emphasis on the ideas contained in them. In the second term some attention is given to narration. This course aims at (1) correct writing, (2) clear thinking, and (3) thorough reading. Required of all Freshmen. *Credit course, three hours.* The Professors of the English Department. Fee, $5.

c 2. The History of English Literature in Outline. A study of representative prose and verses from Beowulf to the end of the Nineteenth Century. The stress falls upon the actual study of literature rather than literary history, biography, or criticism, but a syllabus is used as a guide. Reports, outlines, and summaries, based on the material read, are required at frequent intervals. Required of all Sophomores in the College of Liberal Arts. *Credit course, three hours.* The Professors of the English Department. Fee, $5.

c 3. Robert Browning. This course aims to give a fairly intimate acquaintance with much of Browning's best work—two or three plays, a large number of the short poems, and part of "The Ring and the Book." Detailed assignments are also made in Phelps' "Browning: How to Know Him," Mrs. Orr's "Handbook to Browning's Works," and Dowden's "Life of Robert Browning." *Credit course, two hours.* Associate Professor FOERSTER. Fee, $5.

c 4. The Nineteenth Century Novel. The course of English fiction is traced in outline from Jane Austin to writers of the present day. About half a dozen novels are studied and analyzed with care, and some fifteen others are assigned for parallel reading or consultation. The emphasis falls less on technique than on the service of fiction as an interpretation of life. *Credit course, two hours.* Professor FOERSTER. Fee, $5.

NOTE.—For other courses in English turn to the War Courses on pages 16 and 17.

French

c 1. Elementary Course. Drill in the essentials of French grammar, written exercises, and translation. *Non-credit.* Professor DEY. Fee, $3.

c 2. Practical French. For students who have studied French and want to acquire facility in reading and writing. Course consists in a review of grammar, with emphasis on the most common idioms, reading of modern texts, and exercises in the use of the everyday language. *Non-credit.* MRS. THOMAS W. LINGLE. Fee, $3.

Geology

c 1. Elementary Geology. Lectures with reading and field work; home laboratory on common minerals and rocks. Open only to students who have had Geology 1 in the College or Geology s 3 in the Summer School, and given to complete these courses. *Credit course, three hours.* Professor COBB. Fee, $5, plus carrying charges on minerals and rocks.

(This course can be given only when five or more from one central point apply for it, since it is desirable that the teacher visit the class for field work.)

c 2. Advanced Geological Field Work and Special Research. Geology 51-52 of the College. *Credit course, three hours.* Professor COBB. Fee, $5, plus field expenses of the teacher.

c 3. The Origin and Nature of Soils. Reading, field work, laboratory work, and thesis. *Credit course, three hours.* Professor COBB. Fee, $5, plus field expenses of the teacher. Corresponds to Geology 23-24 of the College.

German

c 1. An elementary course equivalent to the first year of high school German. Drill in the essentials of German grammar, translation of easy idiomatic German. *Non-credit.* Professor TOY. Fee, $3.

History

c 1. Modern European History. A course of study dealing with the primary factors that shaped European history from the close of the great religious war, 1648 (The Thirty Years War), to the present time. The present Europe will be interpreted by a study of the influences that gave its nations their present boundaries, their particular forms of government, and their national ideals and ambitions. Outline studies, texts, and reference readings. A Junior and Senior course. *Credit course, two hours.* Professor WAGSTAFF. Fee, $5.

NOTE.—Any one desiring to take this course but not caring for credit may do so by paying the fee.

c 2. North Carolina History. A study of the leading facts of the history of the State during the Colonial and Revolutionary periods, together with a survey of the industrial and educational development down to the Civil War. *Non-credit.* Professor NOBLE. Fee, $3.

c 3. American History. A general course covering the social, political, and economic development of the United States. Text-book, syllabus, papers, and readings. *Credit course, three hours.* Professor HAMILTON. Fee, $3.

c 4. American History. An outline course in American History. Text-book and syllabus. Less detailed than c 3 above. Designed for high school teachers of American History. *Non-credit.* Professor HAMILTON. Fee, $3.

c 5. Latin-American History. A careful study of the history, geography, political and social institutions, and economic development of the Latin-American countries. The first term is devoted to an analysis of the Spanish and Portuguese colonial systems and to the study of the struggle for independence; the second term is concerned with the development of republics, the struggle for political stability, the exploitation of resources, and the history of international relations. Junior and Senior elective. *Credit course, three hours.* Mr. PIERSON. Fee, $5.

c 6. Classical History. A general course beginning with a study of ancient civilizations, but dealing in most part with the Greeks and Romans; text-books (chiefly Botsford, History of the Ancient World) and readings. Sophomore, Junior, and Senior elective. *Credit course, three hours.* Mr. PIERSON. Fee, $5.

NOTE.—For other courses in history turn to the War Courses on pages 16, 17, and 18.

Latin

c A. Cæsar's Gallic War. Translation; special study of case constructions, analysis of subordinate clauses, exercises in indirect discourse; vocabulary and word-derivation; studies in the content. *Non-credit.* Professor HOWE. Fee, $3.

c 1. Cicero, De Senectute, and De Amicitia; Livy, selections; Horace, selected Odes and Epodes; exercises in syntax based on the text read; sight translation. This course is the same as course 1 offered in the regular session. *Credit course, four hours.* Professor HOWE. Fee, $5.

c 2. Latin Composition. The course will begin with translation into Latin of detached sentences illustrating the general principles of syntax and word-order; the second half will deal with continuous narrative and with questions of diction and style. *Credit course, two hours.* Assistant Professor HENRY. Fee, $5.

c 3. A course for teachers of Latin in high school. It aims at a general treatment of grammar from a historical point of view. Especial attention will be paid to case theories, sequence of tenses, use of moods and the more technical syntactical usages of the language. The course will be based on a study of Gildersleeve's Grammar and Bennett's Latin Language. *Credit course, two hours.* Professor HENRY. Fee, $5.

NOTE.—All these courses will be of value particularly to high school teachers of Latin.

Mathematics

c 1. A review of the principles of arithmetic. Special attention to high school arithmetic. *Non-credit.* Professor NOBLE. Fee, $3.

c 2. Solid Geometry. A careful study of the text. Original problems. Text-book. *Non-credit.* Professor HENDERSON. Fee, $3.

c 3. (*a*) Algebra. Text: Hawkes' Higher Algebra. This course purports to give the student the grasp of algebraic principles that a college man should have. It treats the quadratic equation with a detail discussion of the nature of its roots. Graphs are especially stressed. Determinants and their properties are gone into. Other topics, such as complex numbers, partial fractions, etc., are touched upon. The course endeavors to give a sound algebraic basis for a continuance in mathematics, but in itself contains matter of which no college man should be ignorant. *Fall term, credit course, four hours.* THE MATHEMATICS DEPARTMENT.

(*b*) Geometry and Trigonometry. Text: Webster Wells' Plane and Solid Geometry. Hun and MacInnes' The Elements of Plane and Spherical Trigonometry. In this course during the first month of the term the fundamental concepts of space geometry from the Euclidean point of view are taken up. The mutual relations between the lines and the planes of space, the characteristic properties of space figures such as parallelopiped, pyramids, cones and spheres, are studied, together with the fundamental notions of their measurements. The remainder of the term is taken up with the definitions of the trigonometric functions and the relations between the functions, their extension to the larger notions of angles, the application of the functions and the log table to the solution of triangles both in the plane and on the sphere. No student can hope to make progress in the sciences or any branch of engineering without a thorough knowledge of the principles with which this course deals. *Spring term, credit course, four hours.* THE MATHEMATICS DEPARTMENT.

c 4. The Teaching of High School Mathematics. The purpose of this course is to stimulate and keep alive the interest of those teaching high school mathematics by offering to them a broader view of the subject than can be obtained by the study of text-books only. As far as possible the course will be adapted to the individual student.

Outline of the course: Graphic algebra, and other salient points of algebra; how to begin a class in geometry, and how to sustain the interest of the class; the aim and content of a course in high school arithmetic; how to make arithmetic interesting and practical; coördination of arithmetic, algebra, and geometry; reading of books on the teaching of mathematics, the history of mathematics, and miscellaneous literature on mathematics; written papers on suggested topics. *Credit course, one hour.* Mr. RANKIN. Fee, $5.

Normal Courses

The following courses carry credit toward a degree in the University. They are professional in nature and credits toward the six hours of required professional credits for high school teachers' certificates or renewals may be secured by choosing six hours of work from these courses.

The certificates given by this division for the successful completion of any of the courses offered below will be accepted by the State Board of Examiners and Institute Conductors in lieu of examination, up to a credit of six hours.

Economics	c 2,	3 hours credit
Education	c 2,	1½ hours credit
Education	c 3,	1½ hours credit
Education	c 8,	1½ hours credit
Latin	c 3,	1 hour credit
Mathematics	c 4,	1 hour credit

A statement of the nature of each course has already been given earlier in the bulletin.

War Courses (see pages 16, 17, and 18).

1 C, Theories of the State
2 C, Political Idealism in British and American Literature
3 C, Europe Since 1815
4 C, American Diplomacy
5 C, Economic Aspects of the War
6 C, The Influence of the War on Contemporary Thought
7 C, Scientific Aspects of the War

8 C, Factors in Social Control as Exemplified in National Systems of Education

Course 8 C, together with any four (4) others, will give 2 hours of credit. Each course is equal to *one month's* work.

NOTE.—The attention of prospective students is called to the course Education c 5. In the nature of the case the course cannot be given credit toward the A.B. degree, but is regarded as of University grade. Students who have taken the course have found it an efficient means of renewing their certificates.

Study Center Courses

For information about these courses write to Miss Roberson for "War Information Series, No. 3."

Club Study Courses

Last year an attempt was made to serve the women's study clubs of the State by offering the assistance of this Division to the Women's Clubs. Through coöperation, it was possible to prepare a program for the year on Latin America which was officially adopted and is now in use by twenty-two of the literary departments.

Beginning with the academic year 1917-18, a new section of the Bureau of Extension, known as the Division for Women, was created and Mrs. Thomas W. Lingle was put in charge of it. The Correspondence Study Division and the Division for Women under Mrs. Lingle will now work in close coöperation to serve the women of the State and meet the increased demand from the study clubs for assistance.

For this next year study courses are being outlined on topics closely related to national and international affairs in the present world crisis. As the program committees are now selecting the subjects for next year's study, the topics below are offered as suggestions. A full program for the year will be worked out and made adaptable to the needs of individual clubs. As previously, assistance from the University on these topics will be furnished on request. The details of all this work will appear later in a special leaflet. For the present the following topics are offered:

TOPICS FOR STUDY

1. Latin-American History. The official program for 1917-18 dealing with the political, economic, social, educational, and religious phases of life in the countries of our South American neighbors.

2. The War for Democracy. A study of European history in the nineteenth century, with emphasis on the events and policies which led up to the present struggle and made a world-wide idea of democracy possible.

3. Democratic Ideals in Literature. A study of the best of the war literature in history, fiction, biography, poetry, romance, personal letters, and accounts.

4. Women War Workers. A study of the significant part the women of all the warring nations are taking in the great struggle. This will include woman's part in industry and in relief work and will touch on the changes which are taking place so rapidly in the relation of American women to education and to industry as well as to administrative, political, and household problems.

Arrangements may be made by which these courses may be taken singly or in sequence. For further information about them write to Miss Roberson.

War Courses

It is felt that many individuals will be glad to avail themselves of an opportunity to study very carefully and read very intelligently with direction about certain phases of civilization as affected by the War. In order to meet such a demand the following courses dealing with "America and the War" have been prepared.

Each course will require at least a month to complete, *i. e.*, four weeks. The first seven are credit courses, and when any person satisfactorily completes any five of these seven courses *two hours credit* toward the A.B. degree will be allowed that person. The *last three* courses do *not* carry credit toward the degree.

A small fee is necessary in order to make such work possible. For registration and enrollment, $2. For each course, $1 additional. Those wishing to take such courses should send $3 with their application to Miss Nellie Roberson, Chapel Hill, N. C.

1 C. Theories of the State. A study of the most important theories respecting the origin, forms, and ends of the State. The vital differences will be pointed out between the forms, purposes, and operation of such modern states as Great Britain, France, Germany, and the United States, and the inquiry will be made as to the possible meaning of America's program respecting world democracy. While designed to be attractive to those interested in political science, the course is also intended to appeal to those who wish to study the war as a conflict in large part of differing ideas and theories of the State and Government. A syllabus will be provided. Professor PIERSON.

2 C. Political Idealism in British and American Literature. The basis for this course is supplied in a special bulletin issued by the Bureau of Extension. The course recognizes the truth in the saying that "Poets are the unacknowledged legislators of the world"; it shows how our literature both reflects the political ideals of the Anglo-Saxon race and has been instrumental in

their formation; from this point of view it holds that literature, as the record of the human spirit, is a part of history. By selecting certain poems and prose works written in English since the Renaissance an effort is made to understand more clearly the significance of our political idealism. Professor GREENLAW.

3 C. Europe Since 1815. This course recognizes that the causes of the present war lie deep in the past, and that for a complete understanding we must go farther back than 1914. Such a point of view is the more necessary now that we see that in the light of the present crisis world history of the last century takes on a new significance. Among the topics treated in the course are the heritage from the Revolutionary and Napoleonic era; nationalism in Germany and Italy; the new imperialism, 1870-1914; the British Empire and its meaning; and the relations between Europe and America during the last century. Professor WAGSTAFF.

4 C. American Diplomacy. The outstanding events, principles, and policies of the United States in its foreign relations are treated in this course under the following topics: The policy of isolation; the Monroe Doctrine and Latin America; expatriation; the United States and the Orient; democracy and diplomacy. Professor HAMILTON.

5 C. Economic Aspects of the War. This course takes account of the changes in industrial and economic conditions resulting from the war. Among the topics treated are (*a*) the influence of geography and of commercial interests; the economic results as seen in labor conditions, transportation, foods, and raw materials; and (*b*) municipal, state, and national finance in time of war. Professor RAPER.

6 C. The Influence of the War on Contemporary Thought. The province of the course is to study the following topics in the light of the present: (*a*) such aspects of political thought as the reconciliation of government and liberty, new phases of democracy and socialism, the way to permanent peace; and (*b*) recent poetry and prose of distinction, studied because of its contribution to contemporary thought, or because of its value as a transcript of personal experience, or as lyrical or imaginative expression of the emotions called forth by the war. Professors PIERSON and HANFORD.

7 C. Scientific Aspects of the War. A survey of the direct and indirect aspects of science in relation to the world war. (*a*) *The engines of war.* A study of the character of the actual conflict as influenced by modern developments in applied science, including gas and oil engines in aeroplanes, submarines, and motor trucks. The electrical eyes, ears, and arms of the army and navy. (*b*) *Science*

and the war industries. A study of the development of American industries as a result of sudden increased demand and sudden cessation of supply. Some of the following topics will be treated in detail: potash, nitrogen, dyes, drugs, glass, porcelain, explosives, steels, poisonous gases. (*c*) *Chemistry of foods.* The scientific principles underlying food supply and conservation. Professors DAGGETT, BELL, WHEELER.

8 C. Factors in Social Control as Exemplified in National Systems of Education. The course recognizes that the fundamental problem of democracy is that of more effectively utilizing the great social institutions as instruments of human welfare. Through a comparative study of selected national systems of education the course will attempt to illustrate the forces which shape the school as a typical institution. A study of certain present-day movements in education will illustrate society's increasing realization that intelligence must be substituted for authority as a means of social control. Professors CHASE and L. A. WILLIAMS.

9 C. Latin-American Relations.

I. Latin-American History: Lights and Shadows
II. Latin-America and the Monroe Doctrine
III. Cultural Problems of Latin-America
IV. Resources and Trade
V. Contemporary Diplomatic Relations of the United States and Latin-America
VI. Latin-America and the World War

Professor PIERSON.

10 C. The Near and Far East.

I. The Near East and European Politics
II. German Interests in Turkey
III. The Far East and European Politics
IV. Modern China: Its Problems and Progress.
V. Modern Japan: Its Progress and International Relations
VI. Educational Problems of the Far East

Professor PIERSON.

11 C. The Influence of Political Ideals on Public Education:

I. In France
II. In England
III. In Russia
IV. In Germany

Professor L. A. WILLIAMS.

Extension Lectures for North Carolina Communities

Announcement

In 1913-14 the University of North Carolina organized a lecture bureau for the purpose of aiding schools and other organizations in obtaining speakers to discuss with them the problems incident to their daily activities and to interest them in those things which look to the upbuilding of the State and the cultivation of the finer things of the spirit.

Since the establishment of the bureau the response on the part of the people of the State has been highly encouraging. More invitations have been received than could be accepted, and audiences in every part of the State have been reached.

This year the members of the faculty of the University offer under the regular plan 125 lectures and under the special program of extension service for a time of war 38 lectures, making a total of 163 lectures. The subjects for the present year again fall into three groups, their nature being indicated by the letters A, B, and C standing before them, as follows:

Lectures marked A are popular and of general interest.

Lectures marked B are specific or technical for study clubs, institutes, farmers' meetings, etc.

Lectures marked C are lectures or addresses for special meetings, such as commencement, patriotic, and dedicatory occasions, Memorial Day exercises, conventions, etc.

Lectures suitable for both general and special occasions are marked with two letters. In some instances the titles of commencement addresses are not given.

Organization for Lectures

In continuation of the policy of the past three years, these lectures will be furnished wherever there is a demand for them, whatever the size of the community. Teachers' institutes, chambers of commerce, boards of trade, women's clubs, Y. M. C. A. centers, farmers' conventions and meetings, school boards, study clubs, and other organizations can arrange for lectures by applying for them.

Application and Terms

Applications for lectures should be addressed to E. R. Rankin, Assistant Director, Bureau of Extension, Chapel Hill, N. C. Since the lec-

turers are members of the faculty and are not able to leave the University at all times, the application should contain a first and second choice of lecturer, subject, and date.

The traveling and incidental expenses of the lecturer are borne by the organization for which the lecture is made. In the case of illustrated lectures, there may be an additional expense for the operator of the lantern if an operator is not supplied locally.

In order that the best results may be secured from these lectures, it is suggested that a series of three at least be provided for whenever possible, and that a regular schedule for them at intervals of a month or some other convenient period of time be arranged.

It is also suggested, if a single organization or community is unable to meet the entire expense of such a series, that it combine with a neighboring organization or community and thereby reduce the expense, as the lecturer could speak at two or possibly three neighboring places on the same trip. This can be done provided a central committee arranges all the details as to schedules and sees that the speaker can fill the dates without too great difficulty.

It is requested that the expenses incurred in filling appointments be met by the organization at the conclusion of the lecture.

Lecturers and Subjects

JOHN GROVER BEARD, Ph.G., *Associate Professor of Pharmacy.*

A. 1. "Patent Medicines"—Their Uses and Abuses.
A. 2. The Evolution of Drug Manufacture in the United States.
B. 1. The Collection and Cultivation of Crude Drugs in North Carolina.

WILLIAM STANLEY BERNARD, A.M., *Associate Professor of Greek.*

A. or B. 1. History of Architecture. (One or more lectures.)
A. or B. 2. History of Sculpture. (One or more lectures.)
B. 3. What is Art?
B. 4. Architecture and Civilization.
B. 5. Greek Drama.

EUGENE CUNNINGHAM BRANSON, A.M., *Professor of Rural Economics and Sociology.*

A. 1. Robert E. Lee, Gentleman.
A. 2. Know-Your-Home-State Clubs.
A. 3. Come, Let Us Live With Our Children.
A. 4. Country Life and the Country Church.
A. 5. Farm Houses. (Illustrated.)
A. 6. Farm-Home Grounds: Their Planting and Care. (Illustrated.)
A. 7. Wealth, Welfare, and Willingness.
B. 1. Home-County Study Clubs.
B. 2. The Local Market Problems.
B. 3. Our Landless, Homeless Multitudes.
B. 4. Twin-Born Social Menaces.

JAMES BELL BULLITT, A.M., M.D., *Professor of Pathology and Histology.*

A. or B. 1. Medical Inspection of Schools.
A. or B. 2. Sanitation of a Small Town.
A. or B. 3. Typhoid Fever.
A. or B. 4. Malaria.

WILLIAM CAIN, A.M., LL.D., *Professor of Mathematics.*

A. 1. Mathematics Historically Considered.

HARRY WOODBURN CHASE, Ph.D., *Professor of Psychology.*

A. 1. The New Education.
A. 2. The Making of the Individual.
A. 3. Heredity, Environment, and Education.
B. 1. The Growth of Educational Standards.
B. 2. The School Survey and What It Means.
B. 3. The Backward Defective Pupil.
C. Commencement Addresses.

COLLIER COBB, A.M., Sc.D., *Professor of Geology and Mineralogy.*

A. 1. Where the Wind Does the Work. (An account of the sand-reefs along the North Carolina coast. Illustrated.)

A. 2. Lessons from the Landes of Gascony. (A region of swamp lands and dunes reclaimed by drainage and tree-planting. Illustrated.)

A. 3. Old World Highways. (Illustrated.)

B. 1. Geology and Water Supply. (Illustrated.)

C. 1. Education for Service.

WILLIAM CHAMBERS COKER, Ph.D., *Professor of Botany.*

A. 1. Plans and Advice for the Improvement of School Grounds. (Dr. Coker will visit schools for the purpose of furnishing plans and advice for the improvement of grounds.)

NORMAN FOERSTER, A.M., *Associate Professor of English.*

A. 1. Democracy in American Literature.

A. 2. Franklin as an American.

B. 1. Relating the High School Course in English with the World Crisis.

EDWARD KIDDER GRAHAM, A.M., LL.D., D.C.L., *President.*

A. 1. The Progressive. (A popular lecture on community spirit and development.)

A. 2. The Enjoyment of Books. (A popular lecture on reading.)

C. 1. Ideals and Tasks.

EDWIN GREENLAW, Ph.D., *Professor of English.*

A. or B. 1. The Idea of Tragedy in Shakspere.

A. or B. 2. Literature and the World Crisis.

JAMES HOLLY HANFORD, Ph.D., *Associate Professor of English.*

A. or B. 1. Shakspere the Alchemist. (A lecture on the materials of Shakspere's Art.)

B. 2. Wordsworth.

ARCHIBALD HENDERSON, Ph.D., *Professor of Pure Mathematics.*

A. or C. 1. The South's Awakening.

B. 1. The Teaching of Geometry.

B. 2. The Foundations of Geometry.

THOMAS FELIX HICKERSON, A.M., *Associate Professor of Civil Engineering.*

A. 1. Long-Span Bridges with Special Reference to the Quebec Bridge. (Illustrated.)

A. 2. The Engineer in War.
B. 1. Problems of Highway Location, Construction, and Maintenance.
B. 2. Engineering for Land Drainage.
B. 3. Private Water Systems for the Home and Farm.

GEORGE HOWE, Ph.D., *Professor of Latin.*
A. 1. The Poetry of the Augustan Age.
B. 1. The Teaching of Latin in the High Schools.

EDWARD VERNON HOWELL, A.B., Ph.G., *Professor of Pharmacy.*
A. or B. 1. Narcotic and Other Injurious Drugs: What the Public Should Know About Them.

JOHN WAYNE LASLEY, JR., A.M., *Instructor in Mathematics.*
A. 1. The Origin and Development of Number.
B. 1. Picture Drawing in Algebra.
B. 2. Mathematics in War Time: The Use of Tables.

GEORGE MCFARLAND MCKIE, A.M., *Associate Professor of Public Speaking.*
A. 1. Readings from Kipling.
A. 2. Readings from Tennyson and Browning.
A. 3. Readings from Modern American Humorists.
A. 4. Readings from Shaw's "Arms and the Man."
A. 5. Readings from O. Henry.
B. 1. The Essentials of Public Speech.

WILLIAM DEBERNIERE MACNIDER, M.D., *Professor of Pharmacology.*
A. or B. 1. The Origin and Prevention of Epidemics of Typhoid Fever.
B. 1. The Value of Diuretic Substances in Different Types of Nephritis. (For county medical meetings.)
B. 2. The Effect of Different Anesthetics on the Pathology of the Kidney in Acute Nephritis.
B. 3. The Effect of Chloroform and Ether on the Heart.

MARCUS CICERO STEPHENS NOBLE, *Professor of Pedagogy.*
A. 1. Scotland and Its Schools.
A. 2. Community Progress.
A. 3. The Making of a Good School.
A. 4. The Teaching of County Geography.
A. 5. The Influence of Geography on North Carolina History.
B. 1. The School Committee and the Schools.
B. 2. School Management, the Teacher, the Pupil, and the Parent.
C. Commencement Addresses.

ANDREW HENRY PATTERSON, A.M., *Professor of Physics.*

A. 1. The Story of the Stars. (Illustrated with lantern slides.)
A. 2. The Gyroscope and Its Applications. (With experiments.)
A. 3. Sound Waves and Their Uses. (With experiments.)
A. 4. Preparing for the War. (An illustrated lecture on methods of manufacture of munitions of war.)
B. 1. The Story of Radium. (With demonstrations.)
B. 2. The Teaching of First-year Physics. (With experiments.)
C. Commencement Addresses.

WILLIAM WHATLEY PIERSON, JR., Ph.D., *Instructor in History.*

A. 1. Trade Relations of the United States and Latin America.
A. 2. The Monroe Doctrine, Past and Present.
A. 3. The Peace Movement and Public Economics.

EDGAR RALPH RANKIN, A.M., *Assistant Director of the Bureau of Extension.*

B. 1. How to Organize and Conduct High School Literary and Debating Societies.

WILLIAM WALTER RANKIN, JR., A.M., *Instructor in Mathematics.*

B. 1. The History of Mathematics.
B. 2. The Teaching of High School Mathematics.

MARVIN HENDRIX STACY, A.M., *Professor of Civil Engineering.*

A. or C. 1. Some High School Problems.
C. Commencement Addresses.

WALTER DALLAM TOY, A.M., *Professor of Germanic Languages and Literature.*

A. 1. The German Universities.
A. 2 or B. 1. Martin Luther.
A. 3 or B. 2. Bismarck. (Illustrated.)
A. 4 or B. 3. Goethe's Faust.
A. 5 or B. 4. Goethe's Iphigenie auf Tauris. (Suitable as an address before book-clubs.)
B. 5. Schiller's Dramas.
B. 6. The Nibelungenlied. (The German National Epic.)

FRANCIS PRESTON VENABLE, Ph.D., D.Sc., LL.D., *Professor of Chemistry.*

A. 1. Lessons in Democracy from a Swiss City.
A. 2. The Services of Chemists to the Industries of the Country.
A. 3. Breadstuffs and Bread.
B. 1. The Wonders of Radium.

HENRY MCGILBERT WAGSTAFF, Ph.D., *Professor of European History.*

A. 1. The Underlying Causes of the European War.

NATHAN WILSON WALKER, A.B., *Professor of Secondary Education.*

A. or C. 1. The School and the Community.
A. or C. 2. Democracy and Education After the World War.
A. or C. 3. Our Country High Schools. (Illustrated.)
A. or C. 4. Our Farm-Life Schools. (Illustrated.)
A. or C. 5. Community Civics.
A. or C. 6. The High School Pupil and the Capital He Has to Invest.
A. or C. 7. The Pupil, the Curriculum, and the Teacher.
A. or C. 8. Commencement Addresses.
A. 9 or B. 1. Modern School Buildings. (Illustrated.)

LESTER ALONZO WILLIAMS, Pd.D., *Professor of School Administration.*

A. 1. Facts and Figures in Education.
A. 2. The School and the Community.
A. 3. James Whitcomb Riley, the Child's Poet.
A. 4 or B. 1. Work, Play, Drudgery.
A. 5 or B. 2. Teaching—a Job, a Position, or a Profession.
B. 3. Schoolroom Wastes and How to Prevent Them.
B. 4. Those Little Animals We Teach.
A. 6 or B. 5. The Farm-Life School—Its Place in the Community.
C. Commencement Addresses.

HENRY VANPETERS WILSON, Ph.D., *Professor of Zoology.*

A. 1. All Sorts of Animals. (Illustrated.)